



GREENFYLDE CHURCH OF ENGLAND FIRST SCHOOL

Pupil Wellbeing Policy

School Vision

Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.

Approach to Wellbeing

At Greenfylde, we approach the welfare of our pupils in a positive way; our staff reinforce the vision and ethos of the school. We promote the health, safety and wellbeing of our children through the ethos and care we provide, through the management of the school, through our learning and teaching and through our partnership with others.

This policy also closely links with our SMSC Policy also available on our website.

Health, Safety and Safeguarding

Our children have the right to feel safe and free from risk of harm. They can also expect the school to promote their happiness and a healthy lifestyle. We also place a lot of emphasis on good mental health.

To this end we have a number of policies in place, all of which are available from the school on request. The key policies/processes are:-

- Health and Safety
- Child Protection / Safeguarding
- Anti-Bullying
- Positive Behaviour
- Curriculum
- Spiritual and Moral Development
- School Food
- Use of Sports Premium funding/action plan

There is a clear statement in the School Prospectus regarding the safeguarding of pupils.

Staff are in a very privileged position of working with children. All staff are clearly vetted prior to appointment to make sure that they are fit to do so. All volunteers are also checked using the Disclosure and Barring Service (DBS) check prior to them working with children.

Pupil Supervision

We wish our children to feel happy and secure in whatever activity they are taking part. Our children are supervised at all times, and we place great emphasis on the welfare and wellbeing of the children in our care. Full supervision continues during all extracurricular activities, such as school clubs. No child remains in the classrooms, central resource areas, cloakroom/toilet areas or other areas of the building during playtimes and lunchtimes without adult supervision. Children should not enter the building at break times without the permission of the member of staff on duty.

A Listening School

All our children should feel able to talk freely and openly to any member of staff, if they have any worries or problems of any kind on a work or personal level. Staff will respond to children in an appropriate manner, offering advice, support, guidance and reassurance in conjunction with our other policies, including our Child Protection Policy (in the case of child protection issues, confidentiality cannot be guaranteed and the staff member may have to involve the designated safeguarding lead DSL). We also wish to be open to parents and their views, concerns and comments. The Headteacher and staff are always willing to meet with parents to discuss any issues.

Social and Emotional Wellbeing

The school believes that children who are emotionally literate and able to operate well within the social environment of school, will be happier and learn better- consequently achieving higher standards. Therefore, we take this aspect of school life very seriously, planning regular learning opportunities for children to explore their emotions and feelings. This is done in a very sensitive and positive manner.

The school uses materials produced by Coram Life Education – SCARF (Safety, Caring, Achievement, Resilience and Friendship). Further information about this work is available to all parents on request.

We expect children to do their best and to work and play hard. We want the best for them academically. However, we also acknowledge that too much pressure can be counter-productive and lead to worry and a drop in happiness and work levels. All staff do their best to strike this balance, and are only too happy to talk over any issues with parents regarding this.

Fun

We believe that laughter and a sense of humour with the children are really important. Therefore, we aim to promote a sense of fun! All of this is within the context of respect for others, the policy on Pupil Behaviour and a continual emphasis on improving academic standards.

Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'. As such, we believe this to be important in achieving wellbeing.

In order to develop the spiritual aspects of a pupil's life, the school will provide opportunities for pupils to:

- listen, reflect and puzzle;
- consider their own feelings, likes and dislikes;
- develop personal beliefs and values;
- show insights into deep questions about life, change and death
- engage in activities which involve questioning, valuing, creating, envisioning, empathising, imagining;
- immerse themselves in constructive work, sacrificing immediate self-interest;
- develop an understanding of their relationships with those near and far;
- enjoy exploring diversity and difference.

Getting On and Falling Out

Children have disagreements at times- like all human beings. The class teacher or the member of staff on duty usually resolves minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground. The child (or children) concerned participates in any discussion about an incident. Incidents that are more serious, or concerns about a child's behaviour, health or welfare, will be referred to the Head Teacher, the Deputy Head Teacher or a Senior Teacher.

A child's parents or guardians are contacted if it is felt advisable to involve them in a particular situation or issue. This contact is in person, when the child is collected from school or by a telephone call or letter.

Working With Parents

If there are any concerns or worries, parents are encouraged to talk to their child's class teacher initially, followed by a Senior Teacher, the Deputy Head Teacher or Head Teacher if necessary. Parents should feel able to share concerns about home circumstances or medical matters that might affect their child's work or behaviour in school. All discussions are treated as confidential. However, Child Protection procedures have to be followed where appropriate.

Respect for Others

Greenfylde School respects the individuality of every person and pupils learn to be non-judgemental and supportive in their approach to people who might seem

'different'- due to disability, appearance, religion, ethnicity or social background. There are a number of policies to support this approach, again available from the office.

Anti-Bullying
Equality

Everyone at the school has a right to be treated with respect, but also has a responsibility to treat others in the same way. We see good manners as very important and are continually promoting this. Staff are expected to act as good role models in this regard.

Bullying

The school has a very clear policy in place. **Bullying is unacceptable behaviour and will not be tolerated.** Pupils and parents should feel free to talk to a member of staff at any time about this issue. Bullying diminishes both the bullied and the bully- we work with both in all cases of bullying and their parents.

Healthy Lifestyles

The school's curriculum promotes at least two hours of good quality Physical Education each week. This is often added to through extra curricular activities. Classes do a short 'Wake and Shake' session at least once a day. We encourage meaningful play at playtimes, through the use of suitable toys and equipment.

The Science curriculum and PSHE curriculum also promote healthy lifestyles through a deeper understanding of our bodies.

The school has a clear policy on healthy eating and drinking.

Working with Outside Agencies

Greenfylde School has established and maintains close links with outside agencies involved in the care of children. These include the Learning Support Service, including outreach support from the South Somerset PRU, Children's Social Care, GetSet, the Police and Fire Service. We also maintain a very close working relationship with the School Nurse, the Health Visitors, PFSA, the Education Welfare Officer and the Educational Psychology Service. Organisations may be contacted to provide appropriate counselling for children in need with the consent of the parent.

Medical Needs/ Accidents and Injuries

The school works with relevant health professionals to ensure vision, hearing and health checks as appropriate.

There is a school policy on the giving of medicine in school (this is available from the website or school office).

All accidents/minor bumps are recorded in a book by relevant staff. If they are of deeper concern they will be communicated to parents as soon as possible. All bumped heads are accompanied by a letter home to parents.

A more serious accident will result in an incident report form being filled in and reviewed by the Headteacher and Health and Safety Officer. A copy will be sent to the County Health and Safety Unit.

The School Environment

We do all we can (within limited resources) to provide a safe and interesting environment for the children to work and play in- both indoors and out. This is important, as it says 'you are valued' to the child.

Support for Individual Pupils at Particular Risk

At Greenfylde we are aware that certain groups of children are at particular risk and a programme of support may be put in to place to support such pupils if needed:

- those under the care of Children's Social Care
- looked-after and post looked after children
- children with special needs and disabilities
- ethnic minority children including those who note themselves as Romany/gypsy/traveller
- those from families experiencing stress, e.g. bereavement, imprisonment
- children with school phobia/school refusal
- children with long-term absence from school for medical reasons.
- young carers

If needed and appropriate, a member of staff (who may be a teacher, the Head/SENCO, an ELSA emotional literacy support assistant or a Learning Support Assistant), who knows the child well and has a good relationship with them, may act as their mentor and friend. If appropriate, time is allocated for the child to talk to the mentor/friend on an individual basis. The mentor/friend oversees the general welfare of the child in school, informing the Head Teacher if there are any concerns.

The school works closely with external agencies when necessary. Children's Social Care should be involved in supporting pupils in care and pupils on the Child Protection Register. The Educational Welfare Officer assists with establishing a programme for those pupils with school phobia. The School Nurse may be involved with those who have medical needs, including pupils who are absent because of long-term illness, those who need particular counselling or monitoring.

For some, who display behavioural problems that cannot be resolved, requests for support may be made to the Educational Psychologist and Behaviour Support via the South Somerset PRU. An intervention programme may be introduced.

Conclusion

The Governors, Headteacher and Staff of Greenfylde are all committed to doing their best to provide the highest possible level of care and education for all children and families who we serve. We see pupil wellbeing as central to this.